





the bill might be licked into a shape to give satisfaction to all parties. He should vote for the second reading of the bill, and hoped that it would be dealt with in committee in the same spirit which had hitherto characterized its

Mr. JAMES MACARTHUR said he would endeavor to occupy the time of the House briefly, while he states his views on those parts of the bill which he deemed the most important. One of these was the constitution of the board, the other the clauses relating to the col-

he feared that in a short time no free would be needed at all. It was unnecessary at this time of the world's existence to enter upon a discussion of the rights of individuals, or the duties of States in reference to education; three were recognized by all civilized countries in Europe, and by those who derived their civilization from Europe.

common origin with ourselves—in America. In modern  
publications of great authority in the European world  
had read with great satisfaction that the Australian  
colonies were considered to occupy a position in the midst  
of education which the mother country would do well to  
follow. He could refer to more abstruse authorities.

he would refer hon. members now only to the *Illustrated*.  
 AGENE of the 26th August last, and an article having refer-  
 ence to the report of the select committee presided over by  
 Sir John Pakington. [The hon. member here summarised  
 the article referred to, which recommended local organisation  
 rather than centralisation as proposed by this bill.] The

newspaper writer went on to say that no one should object to the appointment of a Minister of Education, but asked at the same time why the all important subject of education should be made to depend on every political change, for the ablest Minister of Education would be liable to be thrown out at any moment. And this appeared to him to be a very strong objection to the proposal to make the Colonial Secretary

ary President of the Board. There was also an objection which had been urged by Mr. Ivankott, namely, that the Colonial Secretary had already enough to do; and the second view was taken by English writers with respect to Ministers of the Crown in England. He hoped that the House would not accuse him of vanity in quoting from opinions which

he had expressed before, but in the debate which took place in 1858, which had been before alluded to, which took place on the removal of Mr. Pishin from his office in connection with the Educational Board, he found that he had expressed opinions on the subject of the appointment of a Minister of Education, which he wished to repeat.

I have a distinct recollection of the importance attached by Mr. Lowe, Mr. Deas Thomson, Mr. Plunkett, Mr. C. Nicholson, and other supporters of the system of National education to the Board being in a position free from pecuniary interference by the Executive. . . . . The law, as I have shown, placed the Board in such a position of independence. . . . . And whenever a defect in respect of independence . . . . .

or a like principle, so that its broad, whilst responsible to the Legislature, shall nevertheless be above the mischievous effects of party spirit and transitory political influences; because, upon the system of general education of a country eventually depends its legislation, its institutions—nay, the very character of the community. Public education should, therefore, be kept beyond the disturbing power of influences of a lowering or even

The objections he took to the Colonial Secretary being the head of the administrative body was not of a personal nature, neither as affected the present or any other Colonial Secretary, but that he thought it much better that the business of education should be administered by a competent

either appointed by the Government. He did not agree with the hon. member (Mr. Deas Thomson) that there should be a Minister of Education just yet, at all events, he should have liked the bill better if it had merely provided that there should be one Board instead of two, and made some other trifling alterations. Allusion had been made to Canada; now in Canada, then, he asked Mr.

But there was a Chief Superintendent of Education, and the appointment of such an officer here would be more wise than the creation of a Board with the Colonial Secretary, or any other Minister, for its head. He believed that the question of the clause with respect to the fees and salaries of teachers would be most injurious. He would ask this

House and the public whether the colony was in a position at this time to give up the minutest fraction of the revenue derivable from school fees? The amount which would be required to provide buildings for schools throughout the colony would be enormous. In Holland, in France, in England, these things were not paid out of the general

revenue; they were provided for mainly by local rates and by endowments. In America a large amount was contributed out of funds derived from Crown lands. One-third was set apart for the purposes of education, and he found it stated in the *Revue des Deux Mondes*, of 15th November, 1866, that the accumulated education fund derived from one-third of the proceeds of lands reserved

in 1945, in Massachusetts, to \$350,000; in New York, to \$600,000; Ohio, \$900,000; Michigan, \$200,000; Indiana about \$450,000, and so on, altogether amounting to four or five millions. He was not at all suggesting that this measure should be delayed, for the purpose of making an alteration in our Land laws, in order to introduce such a provision.

here, but merely to show the effect of putting aside a portion of the proceeds of land for the purposes of education. Many years ago in the Legislative Council he had urged the importance of making some provision for education out of the proceeds of the land, but he was not listened to. If they were to have an extension of population by means of

free selection, it was necessary that with soldiers there should be the appliances of civilisation, or they would be required to keep up an immense staff of police and to put in force the terrors of the law. He had no doubt but that the Ministry intended in this bill to introduce the National system of Ireland, but there was nothing in the bill to prevent any other Minister from doing so.

materially altering it. He should like to see some assurance given to the people that they were not to have less religious instruction given to them than they now had under the National system. The only system of State education that he could see was practicable, was a general system that would include the children of all

denominations who chose to come into it but he thought there should be a clause to provide against any improper interference on the part of a clergyman with the religious education of the children. With such alterations of detail as may be proposed in committee to carry out the views which he had at-

When the Constitution Act was under discussion, Mr. Wentworth brought forward a suggestion, which, he believed, was never put into writing, that the voting franchise should not be exercised except by parties who had paid a sum of

that the receipt for the payment of this money should be necessary to enable the voter to enroll his name on the electoral list. But he did not bring the suggestion forward, as he thought it might be considered unduly interfering with the franchise, and might possibly impede the passing of the bill. He would ask now whether it would not be inju-

cious to provide that all adult males in their municipal districts should pay towards these establishments a sum of money to enable them to enroll their votes? He felt that the good of the country would be promoted by such a measure. If they established a good general system of education, and a sound system of municipal

Government, upon a wide and well devised basis, then, although they were excluded from the great triumphs of Europe and America, which were often stained with blood, they would, at all events, have a wide field open to them, unpolluted by blood and uncontaminated by any cause of sorrow. We meant that they might

Mr. S. D. GORDON expressed his intention of voting for the second reading of the bill. With regard to the last

clause, he had some difficulty in coming to a conclusion as to the constitution of the Board. He thought that where such a large amount of the public money was to be expended that the body should have some head responsible to the country. Unless the House was prepared to appoint a Minister of Education, he did not see how they could

have a head of the Board in a representative character unless they had a Minister of the Crown. He did object to these funds being distributed by a salaried officer, as he would not have a representative character. Holding these views, he thought it was proper that the Colonial Secretary should be at the head of the Board. The hon. gentleman opposite (Mr. John Thomas) contended that the present

systems had not had fair play, and that sufficient funds had not been voted to enable the two Boards to carry out their intentions. He found that the two Boards had upwards of £100,000 at their disposal in 1965, and he thought that they might have done much more with it than they had done. The number of scholars in the schools during the

year was \$4,453, so that each scholar cost nearly \$2. This was a large sum of money, and he should hesitate before voting for this bill, if he thought that a much larger sum than that would be required under it. It was admitted that the present systems were unsatisfactory, and that some change was necessary. If they were to have

a general system he thought they could not do better than adopt that provided in this bill. Several bills on the subject had been introduced, but this was far superior to any bill yet introduced. For a mixed population he thought a system of mixed schools the best we could have. Some other provision for educating the youth of the colonies would be avoided and he thought that

could not do better than adopt the present bill. A great deal had been said about the large number of Demomational schools that would be shut up, but he thought there was no ground of complaint on this account, for it would be far better to shut up these schools, where ill-educated and ill-trained schoolmasters were half starved, and

to place good schools in their stead. The number fixed upon for the minimum of a school was quite small enough, whilst for the large Denominational schools every possible provision was made for the religious instruction in those schools—that instruction being left entirely under the control of the heads of the different denominations. It

could not be denied that where there were two or three small schools maintained out of rivalry, it would be far better to put them down and have one good school on the National system. [Mr. ALLEN: But the schools are not in the same place.] He knew the country very well, and he knew several small towns, barely able to support one school.

he objected to was that which allowed persons to pay school fees or not, as they thought proper. This was a mistake, and he would give his assistance to alter it. Some fee, let them make it low if they like, ought to be insisted upon, unless the persons could show that they were really poor. He believed that the bill would be passed.

be found most useful, whilst it must be regarded as a gross improvement upon any previous measure on the same subject.

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